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## **ON THE ASPECT OF MOTIVATION OF FOREIGN LANGUAGE COMMUNICATION AIMED AT FORMATION OF THE INTERCULTURAL COMPETENCE OF THE POSTGRADUATES**

*The paper deals with motivation as an important aspect of developing intercultural competence. The problem of the reason of people more motivated to communicate compared to others is investigated in the paper. Some issues of dependence of the success of learning a foreign language on the emotional factor is of importance for the author's research. This paper discusses some psychological factors which might influence motivation to develop communicative competence, and motivation to engage in intercultural communication are examined in the paper. It is also stated that anxiety and self-confidence impact students' motivation to communicate in a foreign language.*

We discuss the issue of difficulties arising in the process of intercultural communication with postgraduate students in the classroom, and since they are quite adult people with experience of learning a foreign language and their own experience of difficulties and sufferings, they independently formulate the reasons for these difficulties. And the first one, the barrier to communication that students determine in the discussion process, is, in their opinion, a socio-psychological barrier between representatives of different cultures.

One of the leading competencies, the formation of which is aimed at while teaching a foreign language to the postgraduates is the willingness of the postgraduate to participate in the work of Russian and international research teams to solve scientific and scientific-educational tasks, as well as the willingness of the young scientist to use modern methods and technologies of scientific communication in the state and foreign languages.

The inclusion of Russia in international integration processes in the context of expanding forms of international cooperation and scientific exchange in the field of culture and education, participation in international projects, integration of international experience of scientists is impossible without effective interaction — intercultural communication with colleagues. All this actualizes the problem of overcoming linguistic, as well as conceptual and terminological barriers in the mutual understanding of specialists from different countries. Currently, in the context of a pandemic, the implementation of international scientific projects, participation in scientific forums is increasingly online, provides for the cooperation of speakers of

different languages and cultures, the interaction between which is a prerequisite for successful joint activities. This interaction is called intercultural communication.

In the works of V. N. Perevozchikova, the problem of motivation of foreign language communication is considered in two plans: motivation for the development of intercultural competence and motivation of intercultural communication [1, p. 11]. At the same time, the researcher notes that the components differ, since the success of communication and the desire to communicate depends on several factors, such as the degree of familiarity of the participants, their number, the situation in which communication develops, the topic of discussion, the language of communication and other important factors [1].

The role of the emotional factor in motivating a foreign language communication deserves special attention and interest. Investigating the dependence of the success of learning a foreign language on the emotional factor, anxiety as the dominant emotion in the speech behavior of students of a language university. It was determined by N. V. Witt experimentally [2]. Three main stressors can have a positive or negative impact on speech. The first and the main of them is the teacher who is delivering practical instructions at the study group, the official leader of communication. We should pay special emphasis to the notion of communicative culture. Communicative culture largely determines the competence of a teacher capable of ensuring effective pedagogical communication during the implementation of subjective interaction and the development of appropriate personality-oriented relationships of all participants in the educational process.

Special role is given to the position of the teacher in communication, which is characterized by the recognition of the postgraduate student as an equal partner in terms of cooperation, orientation to the interests of the student and prospects for his development. A foreign language teacher creates such a pedagogical situation in the classroom that allows the student to express himself, tell or prove something to both teachers and other participants of communicative activity. Then the student finds himself in the center of attention, becoming the subject of speech, with his needs, interests, attitude to the content and form of the text or utterance generated by him. It's an ideal situation, so called stressor, the result of which could be a positive impact on speech skills of the target language. For example, at the beginning of every lesson with postgraduate students we discuss any interesting, burning news concerning their life and studies, their hobbies, any political news, which they could discuss now having some vocabulary on the topic. They always defend their point of view, being not afraid to make a mistake and are always sure somebody will support and help them in the case they lack some words to continue speaking. It took some time to get used to each other, begin to trust each other so that we were able to conduct lessons in which the postgraduate students act as partners. We can compare the situation at the foreign

language lesson to that of the family circle, when parents gain confidence of their children and sometimes lose it and nothing helps.

It should be mentioned that among the main stressors at the foreign language lessons in the postgraduate school anxiety is caused by some factors: expectation of the teacher's reaction, expectation of the groupmates' reaction, some other reasons. The main stressor for the majority of postgraduate students is speech. Perhaps this is explained by the fact that students of non-linguistic faculties are much more limited in the choice of language means for the adequate expression of their thoughts. Therefore, their attention is more focused on the activity itself, and less on the official leader of communication.

Nevertheless anxiety as an emotional component of motivation can have a favorable and unfavorable effect on the nature of thinking, on goal-setting mechanisms, value orientations, and the direction of decisions [3]. It has been established that the average level of anxiety has a positive effect on the development of the subject's activity. A high level of anxiety negatively correlates with the success of the activity. The accumulation of negative emotional experience leads to the consolidation and strengthening of anxiety. Therefore, in the organization of the educational process, it is necessary to create conditions that limit the effect of the identified stressors. Negative experiences lead to self-doubt. One of the reasons is that the student cannot express his thoughts clearly and confidently in a foreign language, as he is used to in his native language, since he is limited in the choice of means, especially at the initial stage. In this case, there is a threat to self-perception of one's ability, self-esteem decreases.

Successful activity cannot be carried out without a certain self-esteem and faith in one's own ability to do this activity.

The second reason is due to the fact that the student perceives this situation as a loss of social status. A situation that restricts a student's ability to express himself can cause negative affective reactions to a foreign language in general, or to certain aspects of the educational process. The positive experience of learning a foreign language strengthens students' self-confidence, leads to an increase in their level of communicative competence, causes a desire to apply the acquired skills [1].

The next factor is the reaction of other students in the group as participants in communication and a kind of audience. Educational activity, which by its content, form, degree of conformity with the interests and capabilities of the student can also cause various emotional states and subjective assessment that affects speech.

If in the concept of linguistic personality psychologists and methodologists focus on the word *personality*, then linguists — on the word *linguistic*. From the point of view of linguistics, a linguistic personality is the linguistic abilities and characteristics of a person, due to which he can create and understand texts of various complexity, depth and purpose (educational, scientific, journalistic, artistic, sacred and others).

The structure of the linguistic personality consists of three hierarchical levels. The verbal-semantic level (the lowest) is the proper knowledge of vocabulary and grammar (everyday language), which determines language competence. This level is formed at the initial stage of learning a foreign language, and is further improved based on language practice.

The second, so called Thesaurus level, reflects the «linguistic picture of the world», the hierarchy of concepts and values, which is important both nationally and socially, group and personal terms. The thesaurus level defines the main features of a linguistic personality and correlates with linguistic and cultural competence. It is generally formed by adolescence and can change throughout life. This process is based on speech and language reflection.

And the third, the motivational level, includes areas of communication, communicative situations, roles, is associated with the communicative needs and communicative behavior of the individual and, thus, correlates with the communicative competence. In particular, the motivational level includes a range of precedent texts and precedent phenomena. Within the framework of this level, there is an improvement in the possession of broad synonymic language capabilities, their adequate choice in accordance with the communication situation.

In foreign psychology in the 60-s of the 20th century, there appeared scientific publications in which the term «foreign language anxiety» was used. This notion was used to denote all types of manifestations of an anxious state that occurs during the process of study and application of foreign language speech [4]. R. Gardner and W. Lambert identified communicative anxiety as a part of the study of individual differences. They suggested that foreign language anxiety does not depend on general personal anxiety. Further studies by Horwitz and Young (1991), MacIntyre and Gardner (1997) made it possible to identify three components in foreign language anxiety: 1) communicative anxiety caused by the student's inability to adequately express his thoughts or ideas; 2) fear of negative social assessment arising from the student's need to make a positive impression on others; 3) test anxiety or fear for academic evaluation [5].

N. V. Witt experimentally confirmed that emotional regulation manifests itself in the content side of the text, reflecting the dominant human emotions and their connection with stressors [2]. Therefore, N. V. Witt conducts his research on the basis of content analysis of texts compiled by students of a language university.

Analyzing the nature of dialogue, S. L. Bratchenko and D. A. Leontiev cites as its main attributes the freedom of partners, their mutually recognized equality and the depth of personal contact characterized by mutual understanding and empathy [6]. A separate task of pedagogy and psychology is the development of readiness for dialogue, as well as the communicative competence of the individual. In our opinion,

cognitive motivation plays an important role in intercultural communication. It may be absent not only because students are not interested in another culture. They simply may not know what unites or does not coincide in different cultures. Therefore, in a situation of intercultural communication, students often do not show interest in a communication partner, that is, intercultural interaction is not fully realized.

It is known that the experience of communication with another linguistic culture is based on the cognitive means of its culture. It is only through the emphasis on the peculiarities of their native culture that students can see the existing differences. An illustrative example is the discussion that arose among the postgraduate students who learned Chinese being cadets and went to China in due to the international exchange program. They discussed education issues in Russia and China. The Chinese students shared their impression of the educational system in Russia. They were surprised that students in Russia can study together in the same class for ten years. This is due to the tradition of settlement in the culture of Russians, as well as the fact that frequent job changes are not welcome in Russia. When parents work all their lives at the same enterprise and do not change their place of residence, their children have little reason to change schools. Moreover, friends can enroll in the same university and study in the same group for another five years, since in Russian universities the schedule is drawn up for a student group.

The given example may explain the lack of interest of communication partners in each other in the fact that they are not aware of the peculiarities of their culture. Researchers of intercultural communication emphasize that the experience of communicating with another culture helps to better understand their culture. Willingness and desire to interact, the ability to pose a problem, determination, activity — all this depends on the development of the motivational sphere. Thus, with an intercultural dominant in teaching, the teacher is faced with the task not only and perhaps not so much to explain a different way of life and behavior, as to strive to develop students' motivation for intercultural interaction.

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А. В. Акенина

### **К вопросу о мотивации иноязычного общения с целью формирования межкультурной компетенции у адъюнктов**

В статье рассматривается мотивация как важный аспект развития межкультурной компетенции. Исследуются причины, по которым одни люди более мотивированы к общению по сравнению с другими. Некоторые вопросы зависимости успешности изучения иностранного языка от эмоционального фактора имеют важное значение для исследования автора. В данной статье обсуждаются некоторые психологические факторы, которые могут повлиять на мотивацию к развитию коммуникативной компетентности, а также рассматривается мотивация к межкультурному общению. Также утверждается, что тревога и уверенность в себе влияют на мотивацию обучающихся к общению на иностранном языке.

Отмечается, что одной из ведущих компетенций, на формирование которой направлено в том числе обучение иностранному языку в адъюнктуре, является готовность адъюнкта участвовать в работе российских и международных исследовательских коллективов по решению научных и научно-образовательных задач, а также готовность молодого ученого использовать современные методы и технологии научной коммуникации на государственном и иностранном языках.

Современная включенность России в международные интеграционные процессы в условиях расширения форм международного сотрудничества и научного обмена в области культуры и образования, участие в международных проектах, интеграция международного опыта ученых невозможны без эффективного взаимодействия — межкультурной коммуникации с коллегами. Все это актуализирует проблему преодоления языковых, а также понятийно-терминологических барьеров во взаимопонимании специалистов разных стран. В настоящее время в условиях пандемии осуществление международных научных проектов, участие в научных форумах все чаще в формате онлайн предусматривают сотрудничество носителей разных языков и культур, взаимодействие между которыми является необходимым условием успешной совместной деятельности. Такое взаимодействие получило название межкультурного общения.

Тревожность как эмоциональная составляющая мотивации может оказывать благоприятное и неблагоприятное влияние на характер мышления, на механизмы целеполагания, ценностные ориентации, направленность решений. Установлено, что средний уровень тревожности положительно воздействует на развитие деятельности субъекта. Высокий уровень тревожности негативно сказывается на успешности деятельности. Накопление отрицательного эмоционального опыта приводит к закреплению и усилению тревожности. Поэтому в организации учебного процесса необходимо создавать условия, ограничивающие действие выявленных стрессоров. Негативный опыт ведет к неуверенности в себе. Одна из причин заключается в том, что студент не может выразить свои мысли ясно и уверенно на иностранном языке, как он привык на родном, так как он ограничен в выборе средств, особенно на начальном этапе. В этом случае возникает угроза самовосприятию своей способности, снижается самооценка.

Успешная же деятельность не может осуществляться без определенной самооценки и веры в собственную способность к этой деятельности.